A Satyam Roychowdhury Initiative

The role of positive psychological affect in career decision and job satisfaction: How positive psychological affects influenced job satisfaction and career decision among freshers and experienced employees.

This dissertation is submitted for the partial fulfilment for the degree of

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DECLARATION

"I Ooindrila Saha, hereby declare that the research work titled "The role of positive psychological affect in career decision and job satisfaction: How positive psychological affects influenced job satisfaction and career decision among freshers and experienced employees", conducted by me, has been completed with full honesty and integrity. I confirm that the work is original, and all sources of information have been appropriately acknowledged and cited. Furthermore, I affirm that the research work has undergone thorough plagiarism checks to ensure its authenticity. I take full responsibility for the content and findings presented in this research."

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CERTIFICATE

This is to certify that the dissertation entitled "The role of positive psychological affect in career decision and job satisfaction: How positive psychological affects influenced job satisfaction and career decision among freshers and experienced employees", submitted by Ms. Ooindrila Saha, a 4th semester, MSc in Applied Psychology (Industrial, Organizational and Management Psychology), Sister Nivedita University. This is a bonafide work, which may be placed before the board of examiners for their evaluation. This is in partial fulfilment for the degree of MSc in Applied Psychology (Industrial, Organizational and Management Psychology), Sister Nivedita University. This is an original study done by the candidate and has not been submitted by her before in any other degree of this university or any other university.

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ABSTRACT

The present study aimed to investigate the role of positive psychological affect in influencing job satisfaction and career decision-making among freshers and experienced employees. Data were collected from 100 employees (50 freshers, 50 experienced employees). Standardized psychological scales were used for assessment: the Positive and Negative Affect Schedule (PANAS), the Minnesota Satisfaction Questionnaire (MSQ), and the Career Decision Self-Efficacy Scale - Short Form (CDSES-SF). Data were analysed using Spearman's correlation and the Mann-Whitney U test. Results revealed significant positive correlations between all three variables: positive affect was significantly associated with both job satisfaction ($\rho = .555$, $p < .001$) and career decision-making ($\rho = .614$, $p < .001$), and job satisfaction was also positively correlated with career decision-making ($\rho = .554$, $p < .001$). Additionally, a significant difference was observed between freshers and experienced employees in terms of positive psychological affect ($U = 953.5$, $p = .041$), while no significant differences were found for job satisfaction or career decision-making. These findings highlight the significant influence of positive affect in workplace well-being and suggest the need for tailored interventions based on employment.

Keywords: Positive psychological affect, job satisfaction, career decision, freshers and experienced employees

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CHAPTER 1

INTRODUCTION

INTRODUCTION

Making the right career decisions and being happy at work are essential to one's general well-being and success in the workplace. These elements have a big influence on long-term professional development, motivation, and productivity. In addition to external influences like economic conditions and industry developments, intrinsic personality traits also play a role in making well-informed career decisions and attaining job satisfaction. The field of positive psychology to improve a number of factors of human existence, such as job happiness and career advancement, has drawn a lot of attention. The impact of positive psychological affects on career decisions and job satisfaction among Freshers and experienced employees is examined in this study. Martin Seligman was a pioneer in the field of positive psychology, which emphasises building wellbeing, optimism, and strengths rather than just treating psychological deficiencies. In the context of career development, positive psychological affects such as resilience, optimism, and self-efficacy may play crucial roles in shaping individuals' career decision and their subsequent satisfaction with those decision.

Freshers face many difficulties as they make the shift from student to professional professions. Career instability and job dissatisfaction result from the worry and uncertainty that many people feel when making career decisions. By utilising positive psychological attributes, new hires can improve their capacity to adjust to the demands of the workplace, boost their confidence, and make well-informed career decisions. Resilience and self-efficacy are traits that aid in overcoming early professional setbacks and promoting proactive career involvement by increasing self-efficacy. The ability to remain optimistic in the face of adversity is another way that optimism might improve job satisfaction.

The job satisfaction of experienced employees can be influenced by various factors, including their level of engagement, the culture of the workplace, and opportunities for career growth. Nevertheless, job-related stress, stagnation in career progress, and changing industry demands can intensify feelings of burnout and dissatisfaction. By fostering motivation, adaptability, and strong interpersonal skills, positive psychological affects can serve as a safeguard against these challenges. For instance, emotional intelligence plays a crucial role in managing stress, maintaining job satisfaction, and navigating workplace relationships. Employees with high emotional intelligence are more likely to enjoy rewarding careers, engage in meaningful work, and contribute effectively to their organizations' success.

Positive psychology is a subfield of psychology that focuses on the character traits and behaviours that enable people to go beyond simply surviving to developing a meaningful and purposeful life. Researchers and theorists in the subject have tried to figure out what constitutes a good life. They have also suggested and evaluated methods to enhance wellbeing and life satisfaction. Martin Seligman is called the “father of positive psychology” is known as one of the leading researchers in the whole field of psychology.

The psychologists, Martin Seligman and Mihaly Csikszentmihalyi, define positive psychology as “the scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, and global dimensions of life” (2000).

Positive Psychology is the scientific study of human flourishing, and an applied approach to optimal functioning. It has also been defined as the study of the strengths and virtues that enable individuals, communities and organisations to thrive (Gable & Haidt, 2005, Sheldon & King, 2001).

Stress and difficulty are not disregarded by positive psychologists in their efforts to define what it means to live a good life, nor does positive psychology dismiss the issues that people face. By enhancing the scope of acceptable research to provide a comprehensive and balanced picture of human living and flourishing, positive psychology seeks to enhance rather than replace conventional psychology. The most basic assumption that positive psychology urges is that human goodness and excellence are as authentic as disease, disorder, and distress and therefore deserve equal attention from psychologists and human service providers.

Seligman created a classification guide called "Character Strengths and Virtues," which emphasises what can go well rather than what can go wrong. There are 27-character strengths and six types of virtues that make up this classification guide for virtues and character strengths. Character strengths refer to the positive attributes of our personality that help us flourish and pursue a meaningful existence. They serve as the foundation and essential components of our identity, influencing our thoughts, behaviours, emotions, and reflecting what we hold dear in ourselves and in others. Some examples of character strengths are kindness, honesty, bravery, perseverance, and gratitude. Virtues represent the wider moral principles that include several character strengths. They embody the fundamental universal traits and guidelines that direct a person's thoughts, emotions, and actions, as highlighted by philosophers and spiritual leaders. In the field of positive psychology, the exploration of character strengths and virtues seeks to

identify and foster these positive attributes to assist individuals in developing their strengths, improving their well-being, and leading more satisfying lives.

Positive psychology is an empirical field that produces replicable research findings. Studies in this area provide insights into the positive aspects of life, what contributes to a fulfilling existence, and enhance our understanding of the foundations of emotional wellness. In contrast, positive thinking is merely an attitude that can help us view situations more favourably.

Furthermore, positive thinking emphasizes maintaining an optimistic outlook at all times. However, positive psychologists recognize that, in some cases, a realistic perspective may be more advantageous. While optimism can be beneficial, it can sometimes result in misjudging risks, potentially leading to negative effects on one's life. Positive psychologists emphasize the shared characteristics of those who flourish in life rather than the difficulties people face. It is based on the idea that individuals seek to lead fulfilling lives, which extend beyond merely alleviating their struggles

Through positive psychology, people discover how to enhance their strengths to achieve their objectives and realize their potential. Positive psychology is not a new methodology, it aims to complement traditional psychology in significant ways rather than replace it.

The PERMA model, developed by Seligman, serves as a framework for understanding and assessing wellbeing. This model suggests that wellbeing can be divided into five essential components: Positive emotions, Engagement, Relationships, Meaning, and Accomplishment. Each component is important as it can be pursued independently and further developed. When these elements are combined, they create a crucial pathway to thriving. Individuals who actively seek these components become better equipped to handle life's difficulties. This opens the door to crafting more purposeful lives that significantly enhance wellbeing while simultaneously alleviating psychological distress.

Positive Emotions (P)

The first component of the PERMA model is positive emotions. Positive emotions are one of the several elements that contribute to happiness and overall well-being, representing a clear aspect of joy. Positive emotions consist of feelings such as hope, interest, joy, love, compassion, pride, amusement, and gratitude. These positive emotions serve as strong indicators of personal flourishing and can be developed or learned to enhance wellbeing (Fredrickson, 2001). When people actively explore, enjoy, and incorporate positive emotions into their everyday lives (as

well as in their visions for the future), it enhances their habitual ways of thinking and acting. Positive emotions have the ability to undo the harmful effects of negative emotions and foster resilience (Tugade & Fredrickson, 2004). By increasing positive emotions, individuals can cultivate physical, intellectual, psychological, and social resources that contribute to resilience and overall wellbeing.

Engagement (E)

According to Seligman (2012), engagement is "being one with the music." It is in line with Csikszentmihalyi's (1989) concept of "flow." Flow includes the loss of self-consciousness and complete absorption in an activity. In other words, it is living in the present moment and focusing entirely on the task at hand. The state of flow, or the feeling of engagement, is achieved when there is an ideal balance between challenge and skill/strength (Csikszentmihalyi & LeFevre, 1989). Individuals are more inclined to experience flow when they apply their greatest character strengths. Studies on engagement have demonstrated that people who attempt to utilize their strengths in different ways every day for a week report higher levels of happiness and lower levels of depression after six months (Seligman, Steen, Park, & Peterson, 2005). The idea of engagement encompasses much more than mere "happiness," yet happiness is one of the various outcomes associated with engagement.

Relationships (R)

Relationships are fundamental to well-being. The moments that enhance our well-being are frequently magnified by our relationships, such as immense joy, a sense of purpose, laughter, a feeling of inclusion, and pride in our achievements. Relationships involve the different ways in which people engage with their partners, friends, family, colleagues, supervisors, mentors, and the wider community. Connections to others can give life purpose and meaning. Relationships in the PERMA model refer to feeling supported, loved, and valued by others. Relationships are included in the model based on the idea that humans are inherently social creatures (Seligman, 2012). A lot of individuals aim to enhance their connections with their closest friends and family. Studies have shown that discussing positive events or celebrating achievements helps to build stronger relationships and connections (Siedlecki et al., 2014). Furthermore, expressing genuine enthusiasm toward others, especially in close or intimate relationships, boosts feelings of intimacy, wellbeing, and overall satisfaction.

Meaning (M)

According to Seligman (2012), the concept of meaning as being part of or contributing to something larger than ourselves. A sense of purpose in life enables individuals to concentrate on what truly matters when confronted with considerable challenges or difficulties. The significance or purpose one finds in life varies from person to person. Different societal institutions provide a sense of purpose, including family, religion, science, politics, workplaces, justice systems, community, and social causes, among others.

Accomplishments/Achievements (A)

In the PERMA model, accomplishment is often referred to as achievement, mastery, or competence. Feeling a sense of accomplishment comes from pursuing and achieving goals, mastering a skill, and being self-driven to complete what you intend to do. This enhances overall well-being as people can reflect on their lives with a sense of pride (Seligman, 2012). Focusing on intrinsic goals, like personal development and relationships, results in greater improvements in wellbeing compared to pursuing external goals, such as wealth or recognition (Seligman, 2013).

The PERMA model of employee wellbeing is crucial for fostering a positive work environment. It involves triggering positive emotions, boosting engagement, fostering relationships, and recognizing employees for their contributions. Organizations should be transparent about their goals, invest in their employees, and recognize their efforts. Encouraging meaningful work and regular recognition of achievements can also contribute to employee satisfaction and motivation. By implementing these strategies, organizations can improve productivity and success.

A career is a crucial aspect of a person's life. Many individuals embark on a career journey to meet specific goals, such as earning a livelihood, pursuing a passion, making a societal impact, and gaining social recognition and respect. Careers are vital for individuals to derive meaning, personal satisfaction, and a sense of achievement in life. In the absence of a purposeful career, most people might experience a sense of unfulfillment, along with diminished self-esteem, social respect, and acceptance. Selecting a career can be one of life’s most challenging decisions. It can have a significant impact on our happiness, well-being, and financial stability. However, choosing the right career path can be challenging, and many people struggle to make a decision that feels right for them. Effective decision-making leads to job satisfaction, growth

opportunities, and a clear career path. In contrast, hasty or poorly thought-out decisions can result in setbacks, making it harder to achieve your long-term goals.

The process of making career choices, which involves selecting from various career paths, has become a common and complex challenge. These decisions rank among the most significant that individuals face throughout their lives. Career choices typically encompass selecting a field of study or training, choosing a job, transitioning between positions, and deciding when and how to retire. A shared aspect of all these decisions is the need to compare relevant options, assess them, and reach a satisfactory conclusion. Career choices impact numerous interconnected aspects and have lasting effects on an individual's career satisfaction (Gati, Gadassi, & Shemesh, 2006), well-being (Creed, Prideaux, & Patton, 2005), and standard of living (Sabates, Gutman, & Schoon, 2017). To effectively respond to environmental changes, individuals must enhance their career adaptability (Savickas, 2012). While many people remain content with their career choices, some later experience regret (Li, Hou, & Jia, 2015) or contemplate a career change due to shifts in the job market or personal circumstances. To aid individuals in making more informed decisions and reducing regret, it is crucial to understand the intricate process of career decision-making (Gati & Levin, 2015; Gati & Tal, 2008; Krieshok, 1998). This process has been characterized in various ways, such as expressing one's self-concept in vocational terms (Super, 1953), as a result of learning experiences (Krumboltz, Mitchell, & Jones, 1976), involving circumscription and compromise (Gottfredson, 1981), comparing options and selecting the best one (Kaldor & Zytowski, 1969; Katz, 1966; Zakay & Barak, 1984), and planning to implement one's choice (Peterson, Sampson, & Reardon, 1991).

Selecting a profession or occupation is a significant developmental journey. The majority of individuals will dedicate most of their time to working in a profession. Career decisions are influenced by various factors, including fulfilling the expectations of family, friends, and educators. Thoughtful evaluation of personal traits and skills can assist someone in choosing a career direction that aligns with their character. The ancient philosopher Confucius explained it well with the philosophy "choose a job you love, and you will never have to work a day in your life."

Career development theories

Career development theories offer frameworks to understand how individuals choose careers and navigate their professional lives.

Holland's theory

Careers are determined by an interaction between our personality and the environment in John Holland's Theory of Career Choice.

John Holland's Theory of Career Choice (RIASEC) maintains that in choosing a career, people prefer jobs where they can be around others who are like them. They search for environments that will let them use their skills and abilities, and express their attitudes and values, while taking on enjoyable problems and roles. Behaviour is determined by an interaction between personality and environment.

Holland's theory is centred on the notion that most people fit into one of six personality types:

- Realistic
- Investigative
- Artistic
- Social
- Enterprising
- Conventional

Realistic- Individuals with a realistic interest area enjoy working in hands-on tasks, creating or repairing items, and generally favour outdoor activities. Essential abilities for these persons involve operating tools and machinery, designing, constructing, fixing, and engaging with animals or plants. Careers featuring realistic elements encompass pilot, farmer, builder, engineer, mechanic, and electrician. Fields of study relevant to these skills consist of English, Maths, Science, Workshop, Technology, Computing, Business Studies, Agriculture, Horticulture, and Physical Education.

Investigative- Problem-solving and analytical thinking are examples of investigative talents. Studying English, math, physics, computing, and technology can help you build these skills, which are helpful in a variety of professions like science, research, medicine, and health.

Artistic- People who are artistic communicate, perform, and express themselves through language, art, music, or theatre. They can work as artists, illustrators, photographers, composers, singers, and more. Studying English, Social Studies, Music, Drama, Art, Graphic Design, and Business Studies.

Social- Social skills include working with people, teaching, training, and helping others. Possible occupations include teachers, nurses, counsellors, police officers, social workers, and more. Studying English, Social Studies, Maths, Science, Health, Physical Education, Art, Computing, Business Studies, and Languages can enhance these skills.

Enterprising- Enterprising skills include meeting people, leading, influencing, and working in business. Key occupations include salesperson, lawyer, politician, accountant, business owner, executive, travel agent, and sports promoter. Studying English, Maths, Business Studies, Accounting, Economics, and Languages is recommended.

Conventional- Conventional skills include organizing, following procedures, working with data, planning, and planning tasks. Key occupations with conventional components include secretary, receptionist, office worker, librarian, bank clerk, computer operator, and stores and dispatch clerk. Studying English, Maths, Business Studies, Accounting, Economics, and Computing.

Holland asserts that people of the same personality type working together in a job create an environment that fits and rewards their type.

Social-cognitive career theory (SCCT)

Social-cognitive career theory (SCCT) was initially introduced by Robert W. Lent, Steven D. Brown, and Gail Hackett during the early 1990s as a framework to comprehend the growth and persistence of interests, goals in choice, and performance in both educational and career endeavours. The theory is based on Albert Bandura's social cognitive theory, which highlights the significance of self-efficacy beliefs, outcome expectations, and personal objectives in shaping individuals' behaviours. SCCT integrates principles from social cognitive theory and career development to offer a thorough understanding of the elements that affect career decision-making. At the core of SCCT is the belief that individuals' career choices and actions are influenced by their cognitive processes, social interactions, and environmental factors.

The main concepts and principles of SCCT encompass:

Self-efficacy beliefs: Which refers to an individual's belief in their ability to successfully perform tasks and achieve desired outcomes in their career. According to SCCT, individuals

with high self-efficacy are more likely to set challenging career goals, persist in the face of obstacles, and make proactive career decisions.

Outcome expectations: Outcome expectations refer to individuals' beliefs about the probable outcomes or consequences of their career choices and actions. According to SCCT, individuals are more likely to pursue careers that they believe will lead to positive outcomes, such as job satisfaction, financial stability, and opportunities for growth and advancement. Conversely, individuals may be discouraged from pursuing certain careers if they perceive negative outcomes, such as high stress levels or limited job prospects.

Personal goals: Commitment to participate in a particular activity or accomplish a specific objective.

Social Cognitive Career Theory offers a useful framework for comprehending how people make career decisions and shape their career paths.

Job satisfaction

Job satisfaction refers to the overall feelings and attitudes people hold about the job. People with high job satisfaction experience a pleasurable or positive emotional state when they think about their job or job experience. Job satisfaction is a result of employees' perception of how well their job provides those things which are viewed as important.

According to E.A Locke, "Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience."

According to Fieldman and Amol, "Job satisfaction will be defined as the amount of overall positive affect or (feelings) that individuals have towards their jobs."

Factors influencing Job Satisfaction:

ORGANIZATIONAL FACTORS: Salaries, and wages, promotion changes, company policies

WORK ENVIRONMENTAL FACTORS: Supervision seniority, work group, working condition.

WORK ITSELF: Job scope, autonomy and freedom, role ambiguity and role conflict, interesting work.

PERSONAL FACTORS: Ager, tenure, personality

Theories of job satisfaction

Job satisfaction theories have a strong overlap with theories explaining human motivation. The most common and prominent theories in this area include: Maslow's needs hierarchy theory; Herzberg's motivator-hygiene theory; the Job Characteristics Mode; and the dispositional approach. These theories are described and discussed below.

Hierarchy of needs

Although commonly known in the human motivation literature, Maslow's needs hierarchy theory was one of the first theories to examine the important contributors to job satisfaction. The theory suggests that human needs form a five-level hierarchy consisting of: physiological needs, safety, belongingness/love, esteem, and self-actualisation. Maslow's hierarchy of needs postulates that there are essential needs that need to be met first (such as, physiological needs and safety), before more complex needs can be met (such as, belonging and esteem).

Maslow's needs hierarchy was developed to explain human motivation in general. However, its main tenants are applicable to the work setting, and have been used to explain job satisfaction. Within an organisation, financial compensation and healthcare are some of the benefits which help an employee meet their basic physiological needs. Safety needs can manifest itself through employees feeling physically safe in their work environment, as well as job security and/or having suitable company structures and policies. When this is satisfied, the employee can focus on feeling as though they belong to the workplace. This can come in the form of positive relationships with colleagues and supervisors in the workplace, and whether or not they feel they are a part of their team/organisation. Once satisfied, the employee will seek to feel as though they are valued and appreciated by their colleagues and their organisation. The final step is where the employee seeks to self-actualise; where they need to grow and develop in order to become everything, they are capable of becoming. Although it could be seen as separate, the progressions from one step to the next all contribute to the process of self-actualisation. Therefore, organisations looking to improve employee job satisfaction should attempt to meet the basic needs of employees before progressing to address higher-order needs. However, some have argued that this approach fails to consider the cognitive process of the employee and, in general, lacks empirical supporting evidence. In addition, others have found fault with the final stage of self-actualisation. The lack of a clear definition and conceptual understanding of self-actualisation, paired with a difficulty of measuring it, makes it difficult to measure what the final goal is or when it has been achieved.

Motivator-Hygiene Theory

Herzberg's motivator-hygiene theory suggests that job satisfaction and dissatisfaction are not two opposite ends of the same continuum, but instead are two separate and, at times, even unrelated concepts. 'Motivating' factors like pay and benefits, recognition and achievement need to be met in order for an employee to be satisfied with work. On the other hand, 'hygiene' factors (such as, working conditions, company policies and structure, job security, interaction with colleagues and quality of management) are associated with job dissatisfaction.

Because both the hygiene and motivational factors are viewed as independent, it is possible that employees are neither satisfied nor dissatisfied. This theory postulates that when hygiene factors are low the employee is dissatisfied, but when these factors are high it means the employee is not dissatisfied (or neutral), but not necessarily satisfied. Whether or not an employee is satisfied is dependent on the motivator factors. Moreover, it is thought that when motivators are met the employee is thought to be satisfied. This separation may aid in accounting for the complexity of an employee's feelings, as they might feel both satisfied and dissatisfied at the same time; or neither satisfied nor dissatisfied.

The Motivator-Hygiene theory has been crucial in first distinguishing job satisfaction from dissatisfaction. However, Herzberg's original study has been criticised for having been conducted with a weak methodology. As a result, subsequent attempts to test this theory have obtained mixed results with some researchers supporting it and others not.

Job Characteristics Model

The Job Characteristics Model (JCM) explains that job satisfaction occurs when the work environment encourages intrinsically motivating characteristics. Five key job characteristics: skill variety, task identity, task significance, autonomy and feedback, influence three psychological states. Subsequently, the three psychosocial states then lead to a number of potential outcomes, including: job satisfaction. Therefore, from an organisations' point of view, it is thought that by improving the five core job dimensions this will subsequently lead to a better work environment and increased job satisfaction.

Unlike the Maslow or Herzberg's theories, the JCM has received more empirical support. However, it has also drawn criticism as many studies utilising this model investigate the direct impact core job dimensions have on personal and work outcomes, completely disregarding the critical psychological states. Despite this, the JCM and its impact on job satisfaction has been

the subject of several reviews, which further lend support to the model. Morgeson and Humphrey have further developed the JCM and opted for the terms "work characteristics" and "work design" over "job characteristics" and "job design" to emphasise a broader scope encompassing the job and its surrounding environment although the term “job characteristics” is still used more frequently in the literature.

The Role of Positive Psychology in Career Decision-Making and job satisfaction:

Positive psychology plays a significant role in career decision-making and job satisfaction among employees. Research has shown that psychological capital, comprising hope, optimism, self-efficacy, and resilience, has a substantial impact on various work-related outcomes. Studies have demonstrated that psychological capital positively influences job satisfaction and work engagement. For instance, hope and optimism were found to have both direct and indirect positive relationships with job satisfaction, while self-efficacy and resilience contributed to job autonomy and organizational citizenship behaviours (Dai & Akey-Torku, 2020; Jung & Yoon, 2015). Moreover, employees with high levels of psychological capital tend to experience greater job satisfaction, higher innovation, and reduced turnover intentions, all of which are linked to improved firm performance (Sledge et al., 2008). Interestingly, the impact of positive psychology on job satisfaction may vary across different contexts and employee groups. For example, in the hospitality industry, hope and optimism were found to significantly affect job satisfaction, while hope and resilience influenced organizational citizenship behaviours (Jung & Yoon, 2015). Additionally, the effects of positive psychology interventions on cancer survivors in rural and remote workforce communities showed significant improvements in job satisfaction and work engagement, while reducing withdrawal intentions (Renani et al., 2024). In conclusion, positive psychology, particularly through the lens of psychological capital, plays a crucial role in enhancing job satisfaction, work engagement, and overall employee well-being. Organizations that foster a positive work environment and implement strategies to develop employees' psychological capital are likely to see improvements in job satisfaction, productivity, and retention. Future research could further explore the application of positive psychology concepts in diverse work settings and employee populations to enhance overall workplace well-being and performance.

Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioural flexibility and adjustment

to external and internal demands. A number of factors contribute to how well people adapt to adversities, including the ways in which individuals view and engage with the world, the availability and quality of social resources, and specific coping strategies. Psychological research demonstrates that the resources and skills associated with resilience can be cultivated and practiced (Adapted from the APA Dictionary of Psychology). The ability to bounce back from setbacks, adapt to novel circumstances, and maintain passion in the face of adversity is known as resilience, and it is a crucial psychological trait that influences career decisions and job satisfaction. People frequently experience career obstacles, rejection, and employment instability in today's workplace. Strongly resilient people may effectively handle these difficulties, maintaining their confidence and motivation for their work. For newly hired employees, resilience is especially important as they transition from academic to professional contexts. Many young professionals struggle to fit in at their new employment, get turned down for jobs, or have a hard time finding a career that meets their objectives. Resilient people see these challenges as chances for learning rather than perceived failures. This endurance, skill development, and coping techniques increase their long-term professional chances. For experienced employees, resilience is crucial for managing career advancement and preserving job satisfaction. Conflicts at work, career stagnation, and economic downturns can all cause a lot of stress. Employees with strong resilience are more likely to view challenges as opportunities for personal growth rather than as career losses. They seek constructive feedback, adapt to the changing demands of the industry, and continue to do their work despite obstacles. This adaptability fosters long-term employment satisfaction and professional fulfilment.

Expecting positive things to happen in one's life is the definition of optimism. Higher subjective well-being, improved physical health, and a greater number and quality of social relationships are all linked to such optimistic expectations. The ways in which pessimists and optimists handle hardship are partly responsible for the advantages of **optimism**. Adversity is often handled by optimists in an active manner, concentrating on the positive elements of their experiences, accepting difficulties they cannot solve, and trying to fix problems when they can. Optimists seem to be more proactive in preventing future issues, such as reducing various health risks, in addition to being better able to handle hardship. Optimism, defined as plays a significant role in career decision-making and job satisfaction. Optimism plays a pivotal role for newcomers to the workforce as they grapple with the ambiguities of job hunting, career decisions, and workplace assimilation. Recent graduates typically encounter numerous rejections and obstacles when trying to secure their ideal positions. Those who maintain an

optimistic attitude are more inclined to stay motivated, proactively seek out new prospects, and continuously improve their abilities, thus enhancing their potential for enduring professional success. Their capacity to sustain a positive outlook facilitates rapid adaptation to novel environments, embracing of learning experiences, and development of resilience in the face of early career hurdles. Optimism plays a crucial role in job satisfaction and career advancement for experienced employees. While work-related pressures, career stagnation, and workplace disputes can negatively impact motivation and engagement, employees with an optimistic outlook are more inclined to tackle challenges head-on, envision future growth prospects, and exhibit stronger job dedication. Their positive disposition facilitates teamwork, strengthens professional relationships, and encourages ongoing skill development. This optimistic mindset not only enhances individual performance but also contributes to a more productive and harmonious work environment, benefiting both employees and their organizations. By maintaining a positive perspective, experienced workers can navigate workplace obstacles more effectively and continue to thrive in their careers.

Self-efficacy refers to an individual's belief in his or her capacity to execute behaviours necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behaviour, and social environment. Career decision-making and job happiness are significantly influenced by self-efficacy, which is the belief in one's own ability to carry out activities and accomplish goals. Self-efficacy is based on Bandura's Social Cognitive Theory and affects a person's confidence in overcoming obstacles in their job, making choices, and adjusting to shifting work situations. People with high levels of self-efficacy frequently establish high professional objectives, persevere through obstacles, and show persistence in the face of difficulty. Self-efficacy is a fundamental factor in shaping the professional journey of both newcomers and experienced employees. For those entering the workforce, it serves as a crucial mechanism for coping with the ambiguities of starting a career. Many recent graduates struggle with self-doubt, minimal practical experience, and difficulties in landing their preferred positions. However, individuals with high self-efficacy are more inclined to be proactive, seek out opportunities to enhance their skills, and remain persistent despite initial job rejections. These professionals excel in active problem-solving, effective networking, and demonstrating flexibility, which ultimately improves their prospects for career advancement and enduring job satisfaction. In the case of experienced professionals, self-efficacy plays a vital role in fostering work engagement, career growth, and overall job contentment. As individuals advance in their

careers, they face various challenges, including heightened responsibilities, leadership positions, and industry shifts. Employees with strong self-efficacy tend to view these challenges as opportunities for growth rather than obstacles, leading to increased career fulfilment and resilience. Such individuals are more likely to embrace leadership roles, commit to lifelong learning, and successfully navigate career transitions, contributing to their overall professional success and satisfaction.

For freshers entering the workforce, positive psychological attributes could potentially impact their initial career decisions, adaptability to new work environments, and overall job satisfaction. Similarly, for experienced employees, these traits may influence their career progression, job changes, and long-term satisfaction within their chosen fields. This study aims to investigate the specific positive psychological affects that contribute to career decision-making processes and job satisfaction across different career stages. By examining both freshers and experienced employees, we seek to understand how the influence of these affects may evolve over time and with increased work experience. Understanding these relationships can provide valuable insights for career counsellors, human resource professionals, and individuals seeking to enhance their career satisfaction and decision-making processes. Moreover, this research may contribute to the development of interventions and strategies to foster positive psychological affects in educational and workplace settings, potentially leading to more fulfilling and satisfying career trajectories.

CHAPTER 2

REVIEW OF LITERATURE

REVIEW OF LITERATURE

A literature review is a summary of the research that has been conducted on a particular topic. It examines published information on a specific subject area, and sometimes also includes information from related areas. In a research paper, literature is used as a basis and to provide evidence for a new perspective that we bring to the subject.

According to the ZHAI, Russell, Ingrid & et.al., 2009 a study was conducted on sample of 558 urban employees from Dalian to investigate the link between positive affectivity, negative affectivity, job satisfaction, and life satisfaction. The International Wellbeing Group's PWI scale was used to assess life satisfaction, Spector's JSS scale was used to measure work satisfaction, and Watson's PANAS scale was used to measure both positive and negative affectivity. Each of the existing multi-item measures has been validated in Chinese and English-speaking populations. According to the statistical analysis, affectivity contributes to both life and work satisfaction. The spillover theory is supported by the positive relationship between job satisfaction and life satisfaction. The association between affectivity and life happiness is partially mediated by job satisfaction. Practically speaking, managers must prioritise enhancing job satisfaction and subjective quality of life through office environment improvement due to the dispositional basis of job and life contentment.

In 2011, Patrick C. Hardigan, L. Leanne Lai, Manuel J. Carvajal, the effects of two moderating variables on job satisfaction were examined in this study using a structural equation model. These moderating variables were positive and negative affectivity. 132 participants in the study's initial phase answered a questionnaire intended to assess their level of job satisfaction. Analysing covariance structures allowed for statistical testing and adjustment of the original model. 110 fresh patients were used to cross-validate the final model that was proposed. According to results based on fit indices and R2 values, both positive and negative affectivity have an impact on job satisfaction, and the model is a good indicator of job satisfaction.

Mohammad Ebrahimi, Zohreh Hamian, Yahya Yarahmadi & et. al. this study aimed to explore the efficacy of positive psychology training on the resilience and job satisfaction of government employees in Hamadan province. The population for this quasi-experimental research included all government employees in Hamadan province during spring 2019. From this population, 30 individuals (15 in an experimental group and 15 in a control group) were intentionally chosen as the subjects of the study and were randomly divided into one experimental group and one

control group. Research data were collected through pre-test and post-test using two standardized questionnaires: "Job Satisfaction Questionnaire" and "Conner-Davidson Resilience Scale. " Data analysis was conducted using SPSS software version 25 via analysis of covariance and MANCOVA. The findings indicated that positive psychology training can enhance and increase resilience and job satisfaction under challenging circumstances. According to the results of this study, positive psychology training may be regarded as an effective method to enhance resilience and job satisfaction among employees, and it is suggested to improve their job satisfaction.

Evans Sokro, Noble Osei-Bonsu, Ruby Melody Agbola & et. al. a study was conducted to explore the connection that exists between career selection and job satisfaction among workers in Ghana. Information was gathered from 280 employees employed in various organizations such as Banking, Telecommunication, Education, and Health sectors. The link between career selection and career satisfaction was analysed utilizing chi-square. It was discovered that employees who choose the right career are more prone to be content with their jobs. The connection between job satisfaction and employee performance was also analysed employing chi-square. The findings offered clear evidence that employees who are happy with their jobs tend to perform better at their work. Furthermore, the findings support the notion that both internal and external factors, including personality types, should be taken into account when making career choices. Consequently, employees are advised to thoughtfully reflect on their essential interests and skills prior to making a career decision. They must ensure that the key elements that will ensure job satisfaction and positive performance act as motivators in the career decision-making process. Similarly, employers ought to show interest in interest assessments as a selection method for prospective employees.

According to Marianne van Woerkom, Maria Christina Meyers, 2014, a studies examining the connection between HRM and performance can benefit from exploring how HR practices are conceptualized by managers (regarding foundational philosophies), and how they are viewed by employees (concerning psychological climates). Research centers on the impacts of a strengths-based HR philosophy, positing that employee performance can be optimized by leveraging individual strengths. This philosophy is connected to a strengths-based psychological climate, meaning employee perceptions of the chances they receive to identify, develop, and apply their strengths. They proposed that a strengths-based psychological climate has a positive effect on employees' positive affect, which subsequently enhances their in-role and extra-role performance. In their research, 442 participants from 39 departments within

eight organizations in the Netherlands and Belgium provided evaluations on the strength-based psychological climate in their organization, and reported their levels of work-related positive affect, in-role performance, and extra-role performance. Results from multilevel hierarchical regression analyses supported their hypotheses by showing that strengths-based psychological climate was positively associated with in-role and extra-role performance, and that this relationship was mediated by positive affect.

According to Durrah, Alhamoud & Khan, 2016 the goal of the current study is to investigate the connection between instructors' job performance at Philadelphia University in Jordan and their positive psychological capital. Additionally, it looks into how job satisfaction functions as a mediator in the relationship between positive psychological capital and job performance. 110 professors from eight faculties of Philadelphia University participated in the survey. The findings demonstrate that instructors had high levels of positive psychological capital, job performance, and job happiness. Additionally, the association between good psychological capital and job performance was found to be mediated by job satisfaction.

According to Xiucheng Ma, Dongmei Wu & Xiaofeng Hou, 2022, the purpose of this study was to (a) ascertain whether job satisfaction acts as a mediator between positive affect and job performance, and (b) investigate whether the work seniority of psychiatric nurses influences the mediating process of positive affect influencing job performance through job satisfaction. Positive affect was favourably associated with both job performance and job satisfaction, and there was a positive correlation between job contentment and job performance. With an impact value of 0.10, or 22.22% of the total effect, job satisfaction acted as a mediator between positive affect and job performance. Additionally, the second half of the mediation procedure was moderated by work seniority. Job performance was positively impacted by positive affect in two ways: directly and indirectly. Seniority controls a portion of the intermediary role that job satisfaction plays between positive affect and job performance; in other words, seniority at work mitigated the beneficial impact of positive affect on job performance.

According to Eva & Andreja, 2019, they investigated whether career satisfaction is positively correlated with job satisfaction and engagement. Employee motivation and the attainment of improved performance are also influenced by career satisfaction. The links among these three constructs—career satisfaction, work engagement, and job satisfaction. Participants in the study included 1,168 University of Ljubljana personnel, with an average age of 42.8 years, of whom 55.7% were female. Participants filled out the Job Satisfaction Questionnaire, the Career

Satisfaction Scale (CSS), and the Utrecht Work Engagement Scale (UWES) online. The findings indicates that all career satisfaction factors correlate significantly to all factors of job satisfaction and work engagement.

According to Joanne K. Earl, Jim E.H. Bright, 2007, This study documents a long-term investigation on the connection between a group of recently hired graduates' career decision status and work outcomes (such as job happiness, organisational commitment, and performance). Three time points were recorded over a 12-month period: on appointment, six months after appointment, and twelve months following appointment for graduates hired into comparable positions in a sizable multinational consulting firm. The study found that career comfort is influenced by job satisfaction, that organisational commitment is predicted by decidedness, which is influenced by expectations met, and that neither decision nor comfort predicts performance. There is some evidence to support the idea that employees who reported having high self-clarity—that is, knowing their own abilities, skills, and personalities—were evaluated as higher performance.

According to Orkibi, Yaron Ilan Brandt, Positive traits that can help people balance their personal and professional lives and feel more satisfied with their jobs are becoming more and more the focus of research. The relationship between job satisfaction (N = 108) and employees' positive orientation—that is, their propensity to view themselves, their lives, and the future favourably—is explained by the conceptual model presented in this study. Based on the hypothesis, the findings show that the relationship between positive orientation and job satisfaction is totally mediated by individuals' capacity to manage their work-life balance. This implies that an optimistic outlook serves as a flexible personal asset that can help workers manage their work and non-work obligations, ultimately leading to increased job satisfaction. The usefulness of positive psychology therapies in corporate environments is examined.

Summary:

From the review of literature, it can be seen that the variables, positive psychological affect, job satisfaction & career decision have several implications in terms of employees' population across world-wide. Higher level of positive psychological affect is seen to be related to job satisfaction and career decision.

The present study is an attempt to explore the link between positive psychological affect, job satisfaction & career decision. And difference between freshers and experienced employees in terms of Positive psychological affect, Job satisfaction & Career decision making.

CHAPTER 3

METHODOLOGY

RESEARCH METHODOLOGY

This research study uses quantitative approach method approach to examine how positive psychological affects influenced job satisfaction and career decision among freshers and experienced employees. This research study aims to explore The role of positive psychological affect in career decision and job satisfaction. The purpose of the study is how positive psychological affects influenced job satisfaction and career decision among freshers and experienced employees**.**

OBJECTIVES:

The research objectives identified for the study are as follows:

- To explore the relationship between the positive psychological affect and job satisfaction
- To explore the relationship between the positive psychological affect and career decision
- To explore the relationship between the career decision and job satisfaction.
- To explore whether freshers & experienced employees differ in terms of positive psychological affect, job satisfaction & career decision

HYPOTHESIS:

- **Ho1:** There is no significant relationship between positive psychological affects & job satisfaction.
- **Ho2:** There is no significant relationship between positive psychological affects & career decision making.
- **Ho3:** There is no significant relationship between job satisfaction & career decision making.
- **Ho4:** There is no significant difference between freshers and experienced employees in terms of Positive psychological affect, Job satisfaction & Career decision making.

OPERATIONAL DEFINITIONS:

Positive Psychological affect- Positive psychology is a subfield of psychology that focuses on the character traits and behaviours that enable people to go beyond simply surviving to

developing a meaningful and purposeful life. It focuses on individual's strength that can help them overcome challenges, achieve their goals and promote positive aspects of human life. Positive psychological affects contribute to individual's well-being and overall growth. These affects are Resilience, self-efficacy, optimism, gratitude, hope, self-esteem etc.

Career Decision- Career decision refers to the process of choosing a career that align individual's strength, interest, skill, preference, ability and goals. Selecting a career can be one of life's most challenging decisions. It is a crucial aspect of individual's life because effective decision-making leads to job satisfaction, growth opportunities, and a clear career path.

Job Satisfaction- Job satisfaction refers when an individual feels happy with their job. Job satisfaction includes a person's general outlook regarding their job and is affected by multiple elements such as, work environment, job security, relationship with colleagues, work-life balance, reward & recognition etc. Higher job satisfaction leads to higher productivity, reduced turnover, positive work environment, improve quality of work etc. Lower job satisfaction leads to decreased productivity, increased turnover rate, conflict, lower productivity etc.

Freshers employee- Fresher employee refers to an individual who don't have any experienced or newly entered a work.

Experienced employee- Experienced employee means who has considerable work expertise in a specific field, role, skill etc. Someone who has been doing a job for a several years.

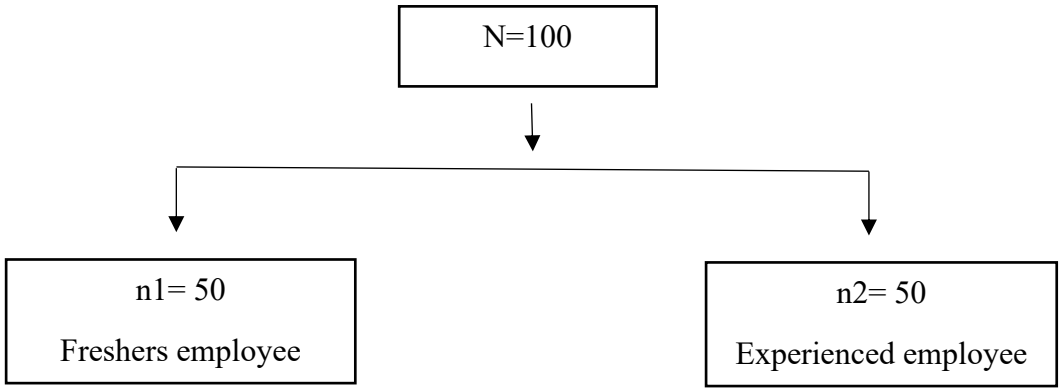
METHODS:

Non-probability sampling methods have been used in the present study which is a non-random selection process of choosing a subset of participants from a larger population in which every individual does not have an equal opportunity to be selected.

- **Snowball sampling-** Already selected participants use their social networks to refer the researcher to other potential participants.

A total of 100 participants were approached and divided into freshers and experienced employees. All participants are from across West Bengal.

The participants were assigned to different groups based on whether they freshers and experienced employees.



Inclusion criteria	Exclusion criteria
• Freshers and experienced employee • Age between 18-60 years • Male & female employee	• Business owners. • Freshers with less than 6 months of experience in working. • Psychologically disturbing employee.

DESCRIPTION OF TOOLS:

The Positive & Negative Affect Schedule (PANAS)- This scale is a self-report measure of affect. The PANAS was developed in 1988 by psychologists David Watson, Lee Anna Clark, and Auke Tellegen. The scale intends to measure someone's positive and negative affect and how a person is feeling at the moment. It consists of a 20-question self-reported scale that asks participants the degree to which they relate to various words describing emotional states. Two scores are calculated: positive affect and negative affect. Positive affect refers to the propensity to experience positive emotions and interact with others positively, a state of enthusiasm, activity, and alertness. PANAS use a 5-point scale in which they determine if a concept applies.

1. Very Slightly or Not at All.
2. A Little.
3. Moderately.
4. Quite a Bit.

5. Extremely.

The total score is calculated by finding the sum of the 10 positive items, and then the 10 negative items. Scores range from 10 – 50 for both sets of items. For the total positive score, a higher score indicates more of a positive affect. For the total negative score, a lower score indicates less of a negative affect. Watson, Clark, & Tellengen (1988) demonstrated internal consistency for the PANAS ranged between .86 - .90 for positive affect and .84 - .87 for negative affect. Test-retest reliability for the PANAS (1 week) were reported as .79 for positive affect and .81 for negative affect (Watson et al., 1988).

Minnesota Satisfaction Questionnaire (MSQ)- The Minnesota Satisfaction Questionnaire (MSQ) is designed to measure an employee's satisfaction with his or her job. It was developed by Weiss, Dawis, England, and Lofquist (1967) of the Vocational Psychology Research Unit at the University of Minnesota. Three forms are available: two long forms (1977 version and 1967 version) and a short form. Short-Form MSQ consists of 20 items from the long-form MSQ that best represent each of the 20 scales. Factor analysis of the 20 items resulted in two factors--Intrinsic and Extrinsic Satisfaction. Scores on these two factors plus a General Satisfaction score may be obtained. The short-form MSQ uses the same response categories used in the 1977 long form. it has a five-point rating scale.

1. **Very Satisfied**
2. **Satisfied**
3. **Neither (dissatisfied nor satisfied)**
4. **Dissatisfied**
5. **Very Dissatisfied**

The MSQ exhibits excellent internal consistency. The Cronbach's alpha for the Short-form MSQ typically ranges from **0.84 to 0.91.**

Career Decision Self-Efficacy Scale – Short Form (CDSES-SF)- The Career Decision Self-Efficacy Scale – Short Form (CDSES-SF) was developed by Nancy E. Betz, Karen Klein, and Karen Taylor in 1996. The CDSE measures belief in ability to successfully complete tasks necessary to making career decisions. The short form of the scale is 25 items. It is usually scored on a 5-point continuum (from No confidence at all (1) to Complete confidence (5)). In terms of internal consistency (measured through Cronbach's alpha coefficient), Taylor and Betz (1983) initially reported values ranging from .86 to .89 for the five subscales of the CDSE and .97 for the full scale (long version). The alpha values for the subscales of the short version are

typically observed to be lower, ranging from .73 to .83, with the total value for the CDSE-SF at .94 (Betz et al., 1996). In the empirical study with the new response scale (Betz et al., 2005), the reliability coefficients ranged from .78 to .87 for the five subscales.

Statistical operations:

For the data analysis purpose of the present study, SPSS (Statistical Package for Social Sciences) version 30 was used, in which descriptive, correlation, Mann-Whitney U were made according to the decisions rules for testing the null hypothesis. Descriptive statistics presented the mean and standard deviation of the variables. For in-depth analysis, Spearman's rank correlation coefficient was carried out to explore the relationship between Positive affect & Job satisfaction, Positive affect & Career decision, Job satisfaction & Career decision among employees. Then, Mann-Whitney U test carried out to find the difference between positive psychological affect, job satisfaction & career decision among freshers and experienced employees.

CHAPTER 4

RESULTS AND FINDINGS

RESULT

Table 1. Participant's Profile

Criteria	Numbers	Percentage
Type of Employees		
Freshers	50	50%
Experienced	50	50%

Table 2. Mean and Standard Deviation (SD) of Positive psychological affect, Job Satisfaction & Career Decision among freshers and experienced employee.

	Positive affect	Job satisfaction	Career decision
Freshers employee	Mean= 34.3000 SD= 7.53292	Mean= 71.640 SD= 14.27680	Mean= 84.1000 SD= 19.12179
Experienced employee	Mean= 36.9400 SD= 6.10590	Mean= 73.9400 SD= 9.10575	Mean= 87.8200 SD= 17.20072

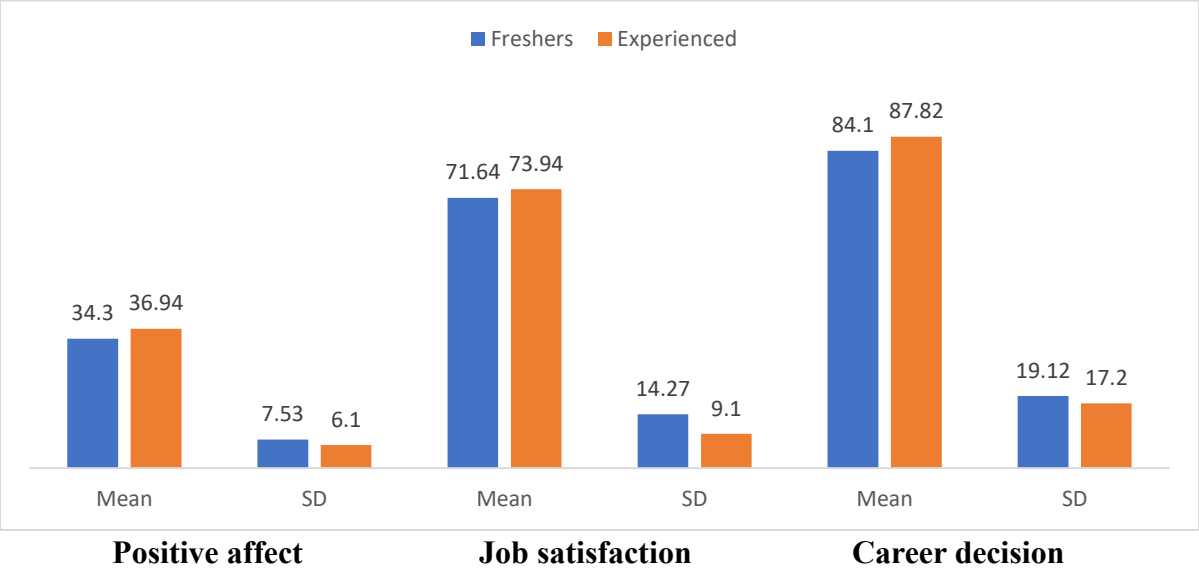


Figure 1: Mean and SD of Positive psychological affect, Job Satisfaction & Career Decision among freshers and experienced employee.

Table 3. Correlation between Positive affect & Job satisfaction, Positive affect & Career decision, Job satisfaction & Career decision among employees (n=100)

	Correlation value	Sig. (2-tailed)	N
Positive affect & Job satisfaction	.555**	<.001	100
Positive affect & Career decision	.614**	< .001	100
Job satisfaction & Career decision	.554**	< .001	100

From the Table 3. it can be seen that the result is $\rho = .555^{**}$, $p < .001$, this finding indicates that positive psychological affect and job satisfaction have a significant strong positive correlation among employees. Since the significance value is less than .001, the null hypothesis (Ho1) is rejected. In positive psychological affect and career decision it can be seen that the result is $\rho = .614^{**}$, $p < .001$, this finding indicates that positive psychological affect and career decision have a significant strong positive correlation among employees. Since the significance value is less than .001, the null hypothesis (Ho1) is rejected. In case of career decision and Job Satisfaction it can be seen that the result is $\rho = .554^{**}$, $p < .001$, this finding indicates that career decision and Job Satisfaction have a significant strong positive correlation among employees. Since the significance value is less than .001, the null hypothesis (Ho1) is rejected.

Table 4. Mann-Whitney U test of positive psychological affect, job satisfaction & career decision among freshers and experienced employees.

Variables	Mean Rank		Mann-Whitney U	Z	p-value (2-tailed)
	Freshers	Experienced			
Positive psychological affect	44.57	56.43	953.500	-2.047	0.041
Job satisfaction	48.52	52.48	1151.000	-0.683	0.495
Career decision	47.47	53.53	1098.500	-1.045	0.296

From the Table 5. It can be seen that the significant difference between freshers and experienced employees in terms of positive psychological affect. Since the p-value is less than .05, the null hypothesis is rejected for this variable. In case of job satisfaction there is no significant difference between freshers and experienced employees. The null hypothesis is accepted for job satisfaction. In career decision no significant difference was found between freshers and experienced employees. So, the null hypothesis is accepted for this variable as well.

Summary-

Hypothesis No.	Hypothesis	Statistics	Remark
Ho1	There is no significant relationship between positive psychological affects & job satisfaction.	Spearman's rank correlation coefficient	$\rho = .555^{**}$, the null hypothesis (Ho1) is rejected.
Ho2	There is no significant relationship between positive psychological affects & career decision making.	Spearman's rank correlation coefficient	$\rho = .614^{**}$, the null hypothesis (Ho2) is rejected.
Ho3	There is no significant relationship between job satisfaction & career decision making.	Spearman's rank correlation coefficient	$\rho = .554^{**}$, the null hypothesis (Ho3) is rejected.

Ho4	There is no significant difference between freshers and experienced employees in terms of Positive psychological affect, Job satisfaction & Career decision making.	Mann-Whitney U test	In positive psychological affect the null hypothesis is rejected, in case of job satisfaction & career decision the null hypothesis is accepted.

CHAPTER 5

DISCUSSION

DISCUSSION

Ho1: There is no significant relationship between positive psychological affects & job satisfaction.

In the present study, it has been found that there is significant positive relationship ($p < .001$) between positive psychological affects & job satisfaction among employees. Table 2, shows that the spearman's rank correlation coefficient between positive psychological affects & job satisfaction is $\rho = .555^{**}$ which is significant at the 0.01 level, meaning there is a statistically significant relationship between these two variables and the two variables tend to move in same direction, suggesting that individuals with higher level of positive psychological affect experience higher level of job satisfaction. Hence, the null hypothesis is rejected.

This result is supported existing literature emphasizing that the role of positive psychological traits in enhancing the job satisfaction. Orkibi and Brandt (2015) found that employees with positive orientation reported higher level of job satisfaction. Their study highlighted that positive orientation facilitates better work-life balance, which in turn contributes to increased job satisfaction.

Another study by Judge et al. (1998), showed that the individuals with positive core self-evaluations, encompassing self-esteem and generalized self-efficacy, exhibit higher job satisfaction. This suggests that positive psychological affect serves as a personal resource that enhances employees' perceptions of their job roles and work environments.

Ho2: There is no significant relationship between positive psychological affects & career decision making.

From the Table 3, The statistical analysis revealed that there is a significant strong positive correlation between Positive Psychological Affect and Career Decision among employees. In Table 3, the spearman's rank correlation coefficient between positive psychological affects & career decision is $\rho = .614^{**}$, which is significant at the 0.01 level, meaning there is a statistically significant relationship between these two variables and the two variables tend to move in same direction, suggesting that individuals with higher level of positive psychological affect tend to experience greater confidence and clarity in making career decisions. Therefore, the null hypothesis is rejected.

These findings align with the existing literature. According to Farnia et al. (2018), emotional intelligence trait facilitates good feelings, which expand people's thought-action repertoires and

help them cope with obstacles linked to their careers more skilfully. Their research revealed that the association between trait emotional intelligence and career indecision was partially mediated by positive emotions, indicating that people who feel happier are better able to make decisions about their careers. Another study by Isik's (2013) research showed that self-efficacy in making career decisions is highly correlated by positive affectivity. The importance of positive emotional states in career development processes was highlighted by the study's conclusion that those with higher positive affect show stronger confidence in their abilities to make career decisions.

Fostering positive affect is crucial for improving people's professional development processes, as evidenced by the strong positive correlation found between positive psychological affect and career decision-making.

Ho3: There is no significant relationship between job satisfaction & career decision making.

In the present study, it has been found that there is significant positive relationship ($p < .001$) between job satisfaction & career decision among employees. Table 4, shows that the spearman's rank correlation coefficient between job satisfaction & career decision is $\rho = .554^{**}$, which is significant at the 0.01 level, meaning there is a statistically significant relationship between these two variables and the two variables tend to move in same direction, indicating that when job satisfaction increases people are more likely to have made self-assured, clear, and satisfying career decisions. Hence, the null hypothesis is rejected.

Similar results were seen by Eva & Andreja, 2019, research they investigated whether career satisfaction is positively correlated with job satisfaction and engagement. Employee motivation and the attainment of improved performance are also influenced by career satisfaction. The findings indicates that all career satisfaction factors correlate significantly to all factors of job satisfaction and work engagement.

According to the present study the positive correlation indicates a good career choice may have long-lasting effects and enhance long-term job satisfaction.

Ho4: There is no significant difference between freshers and experienced employees in terms of Positive psychological affect, Job satisfaction & Career decision.

Positive psychological affect

From the Table 5, It has found that there is a significant difference between freshers and experienced employees in terms of positive psychological affect (Mean Rank: Freshers= 44.57 & Experienced= 56.43, U= 953.500, Z= -2.047, p= 0.041). The findings show a considerable difference in positive psychological affect between Freshers and Experienced workers, and the difference is statistically significant ($p < 0.05$). Therefore, the null hypothesis is rejected.

Employees with more experience specifically expressed higher levels of positive mood. This supports the idea that with time and exposure to the workplace, employees may develop stronger psychological resources such as resilience, optimism, and hope are key constructs in positive psychology.

Job satisfaction

From the Table 5, the statistical analysis revealed that there is no significance difference (Mean Rank: Freshers= 48.52 & Experienced= 52.48, U= 1151.000, Z= -0.683, p= 0.495) in job satisfaction between freshers and experienced employees. Freshers and experienced workers' job satisfaction differences were not statistically significant. Even though the mean ranks of experienced personnel were somewhat higher, the results do not support a significant difference between the groups. As a result, the null hypothesis is accepted.

This implies that elements affecting job satisfaction might not change depending on experience level. Work-life balance and organisational culture are two elements that have been linked to job satisfaction in the past, and both Freshers and experienced workers may view these factors similarly (Orkibi & Brandt, 2015). Another study by Arnold and Feldman (1996), there are a variety of factors that make people feel positive or negative about their job. Moreover, some employees may be satisfied with few aspects of their work but dissatisfied with all other aspects.

Career decision

From the Table 5, similarly it has found that there is no significant difference between freshers and experienced employees in terms of Career decision (Mean Rank: Freshers= 47.47 & Experienced= 53.53, U= 1098.500, Z= --1.045, p= 0.296). These findings show no considerable difference in Career decision between Freshers and Experienced workers. While experienced employees showed slightly higher mean rank but the results do not support a significant difference between the groups. Since, the null hypothesis is accepted.

The findings of the present study indicates that both freshers and experienced employees may perceive themselves as equally capable of making informed career decisions. It is possible that individual differences, such as personality traits and personal values, play a more substantial role in career decision-making than work experience alone (Pignault et al., 2023).

CHAPTER 6

CONCLUSION

CONCLUSION

The present study conducted to explore the influence of positive psychological affect on job satisfaction & career decision among freshers and experienced employees. Through the use of Spearman correlation and Mann-Whitney U tests, the results revealed significant positive relationships between positive psychological affect and both job satisfaction and career decision-making. Also, positive correlation was found between job satisfaction and career decision-making.

The present study also implies the comparison between freshers and experienced employees indicated a significant difference in positive psychological affect, with experienced employees reporting higher levels. However, no significant differences were found between the two groups in terms of job satisfaction and career decision-making. These findings underscore the importance of cultivating positive psychological resources in the workplace, as they contribute not only to emotional well-being but also to key career outcomes.

In conclusion, positive psychology offers a valuable framework for understanding and improving work-related attitudes and decisions. Workplace wellness programs, strengths-based coaching, and mindfulness or gratitude training are a few examples of interventions that organisations might create to foster positive affect in their workforce. These strategies can help employees navigate career decisions more confidently and remain more engaged with their work, regardless of experience level. Overall, this study supports the importance of positive psychological affect in the workplace and promotes the use of well-being-centered initiatives to help both freshers and experienced employees in their career growth and job satisfaction.

IMPLICATIONS-

The results of this study have significant implications for career development frameworks and organisational practice. It is clear from the strong positive correlations between positive affect, job satisfaction, and career choice that cultivating positive emotional states can be crucial to improving job satisfaction and career decision confidence. For organization, this highlights the need of creating psychologically balanced workplaces that encourage positive feelings like passion, resolve, and focus. Employee satisfaction and decision-making clarity can be enhanced by interventions like as mindfulness training, employee appreciation programs, and resilience-building seminars, which can assist increase positive affect. Furthermore, the findings highlight a need for early-career support systems, including mentorship and psychological resource-building programs, may improve their long-term career outcomes. overall, this study adds to the increasing amount of evidence that supports the integration of career development processes with emotional well-being and emphasises the importance of positive psychological attributes in fostering more adaptable employee performance, satisfaction, and long-term career alignment.

LIMITATIONS-

- The sample size was limited to 100 participants which is less representative of the entire population.
- Data was collected from different regions of employees in West Bengal with diverse background.

- Biasness could not be controlled as data collection was done by self-administered questionnaire.

RECOMMENDATIONS FOR FURTHER RESEARCH-

The present study provides meaningful insights into the interplay between positive psychological affect, job satisfaction, and career decision-making, but further research may be taken up in the following areas:

- On a larger sample, for broader picture.
- The potential impact of negative affect on job satisfaction and career decision-making
- Relationship between positive psychological affect, job satisfaction, and career decision-making among male and female employees.
- How male and female differ in positive psychological affect.

CHAPTER 7

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CHAPTER 8

APPENDICES

Appendix A- Demographic Information

You are being invited to participate in a research study. This research conducted as a part of the dissertation of the Postgraduate MSc in Applied Psychology, Sister Nivedita University. This study aims to explore the role of positive psychological affect on job satisfaction and career decision.

All the information that you provide will remain confidential. Your responses will be used only for research purposes. This takes just 7–10 minutes, but your contribution will have a lasting impact. Your responses are completely anonymous and used solely for academic research.

Demographic Details-
Kindly share some basic details about yourself to help us better understand your responses**.**

Name/Initial:

Age:

Gender:

Educational qualification:

Current Occupation/Industry:

Total work experience:

Appendix B- PANAS-GEN

This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer in the space next to that word. Indicate to what extent you GENERALLY feel this way, that is how you feel ON AVERAGE.

Use the following scale to record your answers.

	Very slightly or not at all	**A little**	**Moderately**	**Quite a bit**	**Extremely**
Interested					
Distressed					
Excited					
Upset					
Strong					
Guilty					
Scared					
Hostile					
Enthusiastic					
Proud					
Irritable					
Alert					
Ashamed					
Inspired					
Nervous					
Determined					
Attentive					
Jittery					
Active					
Afraid					

Appendix C- Minnesota satisfaction questionnaire

The purpose of this questionnaire is to give you a chance to tell how you feel about your present job, what things you are satisfied with and what things you are not satisfied with.

Remember: Keep the statement in mind when deciding how satisfied you feel about that aspect of your job.

• Do this for all statements. Please answer every item. Be frank and honest. Give a true picture of your feelings about your present job.

Ask yourself: How satisfied am I with this aspect of my job?

Very Sat. means I am very satisfied with this aspect of my job.

Sat. means I am satisfied with this aspect of my job.

N means I can't decide whether I am satisfied or not with this aspect of my job.

Dissat. means I am dissatisfied with this aspect of my job.

Very Dissat. means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about

	Very Dissat.	Dissat.	N	Sat.	Very Sat.
1. Being able to keep busy all the time	○	○	○	○	○
2. The chance to work alone on the job	○	○	○	○	○
3. The chance to do different things from time to time.	○	○	○	○	○
4. The chance to be "somebody" in the community.	○	○	○	○	○
5. The way my boss handles his/her workers	○	○	○	○	○
6. The competence of my supervisor in making decisions					
7. Being able to do things that don't go against my conscience	○	○	○	○	○
8. The way my job provides for steady employment.	○	○	○	○	○
9. The chance to do things for other people.	○	○	○	○	○

10. The chance to tell people what to do	○	○	○	○	○
11. The chance to do something that makes use of my abilities	○	○	○	○	○
12. The way company policies are put into practice	○	○	○	○	○
13. My pay and the amount of work I do	○	○	○	○	○
14. The chances for advancement on this job	○	○	○	○	○
15. The freedom to use my own judgment	○	○	○	○	○
16. The chance to try my own methods of doing the job	○	○	○	○	○
17. The working conditions	○	○	○	○	○
18. The way my co-workers get along with each other	○	○	○	○	○
19. The praise I get for doing a good job	○	○	○	○	○
20. The feeling of accomplishment I get from the job	○	○	○	○	○

Appendix D- Career Decision Self-Efficacy Scale-Short Form (CDSES-SF)

Read each statement carefully. Decide How much confidence do you have by the statement.

How much confidence do you have that you could:	No confidence at all	Very little confidence	Moderate confidence	Much confidence	Complete confidence
Find information in the library about occupations you are interested in.					
Select one major from a list of potential majors you are considering.					
Make a plan of your goals for the next five years.					
Determine the steps to take if you are having academic trouble with an aspect of your chosen major.					
Accurately assess your abilities					
Select one occupation from a list of potential occupations you are considering.					
Determine the steps you need to take to successfully complete your chosen major.					
Persistently work at your major or career goal even when you get frustrated.					
Determine what your ideal job would be.					
Find out the employment trends for an occupation over the next ten years.					
Choose a career that will fit your preferred lifestyle.					
Prepare a good resume.					
Change majors if you did not like your first choice.					
Decide what you value most in an occupation.					
Find out about the average yearly earnings of people in an occupation.					

Make a career decision and then not worry about whether it was right or wrong.					
Change occupations if you are not satisfied with the one you enter.					
Figure out what you are and are not ready to sacrifice to achieve your career goals.					
Talk with a person already employed in the field you are interested in.					
Choose a major or career that will fit your interests					
Identify employers, forms, institutions relevant to your career possibilities.					
Define the type of lifestyle you would like to live.					
Find information about graduate or professional schools.					
Successfully manage the job interview process.					
Identify some reasonable major or career alternatives if you are unable to get your first choice.					